



Our Apprenticeship Programme

Early Years

Associated qualifications	NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Duration	2 years

Overall learning objectives/outcome for the apprenticeship:

The NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) supports learners to become Early Years Educators (EYE), enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement of this qualification, it is intended that learners will be able to enter the workforce as EYE in roles such as practitioner in day nurseries, practitioner in Nursery schools, practitioner in reception classes in primary schools, pre-school worker.

Early Years Educator: GCSE English and Maths requirement

The requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C, has been broadened to Level 2 qualifications, including Functional Skills. This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014 or will achieve an EYE in the future.

Qualification structure

In order to aid holistic delivery and assessment, the units are structured around the following three themes:

- Theme 1: Health and well-being
- Theme 2: Legislation, frameworks and professional practice
- Theme 3: Play, development and learning for school readiness

WB = Work-based

Theme 1: Health and well-being

Unit no.	Title	Off-the-job training
Unit 1.1	Support healthy lifestyles for children through the provision of food and nutrition	<p>This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the impact of food and nutrition on children's health and development. 2. Understand how food choices impact on health and development during pre-pregnancy, pregnancy and breastfeeding. 3. Understand the nutritional needs of children. 4. Understand the impact of poor diet on children's health and development. 5. Understand individuals' dietary requirements and preferences. 6. Be able to support healthy eating in own setting.
Unit 1.2 WB	Support healthy lifestyles for children through exercise	<p>This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through exercise.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand children's need for exercise. 2. Be able to support children's exercise in an indoor and outdoor space.
Unit 1.3 WB	Support physical care routines for children	<p>This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the physical care needs of children. 2. Be able to use hygienic practice to minimise the spread of infection. 3. Understand rest and sleep needs of children. 4. Understand childhood immunisation. 5. Be able to support children in personal physical care routines.
Unit 1.4 WB	Promote children's emotional well-being	<p>This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand children's needs in relation to emotional well-being. 2. Understand the requirements for promoting emotional well-being in relation to current frameworks. 3. Understand the needs of children during transition and significant events. 4. Be able to promote the emotional well-being of children in own setting.

Unit no.	Title	Off-the-job training
Unit 1.5	Understand how to support children who are unwell	<p>This unit provides the learner with the knowledge and understanding of how to support children who are unwell.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Know common childhood illnesses. 2. Know the signs of ill health in children. 3. Understand legal requirements for reporting notifiable diseases. 4. Understand the role of the Early Years practitioner in minimising ill health in children. 5. Understand care routines when a child is ill. 6. Understand how to support children for planned hospital admission. 7. Understand the therapeutic role of play in hospitals. 8. Understand the role of the Early Years practitioner when supporting children who are chronically ill.

Theme 2: Legislation, frameworks and professional practice

Unit no.	Title	Off-the-job training
Unit 2.2	Understand legislation relating to the safeguarding, protection and welfare of children	<p>This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand legislation and guidelines for the safeguarding, protection and welfare of children. 2. Understand policies and procedures for the safeguarding, protection and welfare of children. 3. Understand how to respond to evidence or concerns that a child has been abused or harmed. 4. Understand the purpose of serious case reviews.
Unit 2.3 WB	Use legislation relating to the health and safety of children	<p>This unit provides the knowledge, understanding and skills to support the health and safety of children from birth to 7 years.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand legislation and guidelines for health and safety. 2. Understand policies and procedures for health and safety. 3. Be able to manage risk within an environment which provides challenge for children. 4. Be able to identify, record and report accidents, incidents and emergencies.

Unit no.	Title	Off-the-job training
Unit 2.4 WB	Follow legislation relating to equality, diversity and inclusive practice	<p>This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand how legislation, policies and procedures inform equality, diversity and inclusive practice. 2. Be able to use information, advice and support to promote equality, diversity and inclusion. 3. Be able to work in ways which support equality, diversity and inclusive practice.
Unit 2.5 WB	Working in partnership	<p>This unit provides the learner with the knowledge, understanding and skills required to work in partnership.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the principles of partnership working in relation to current frameworks when working with children. 2. Understand how to work in partnership. 3. Understand challenges to partnership working. 4. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development. 5. Be able to complete records.
Unit 4.1	Engage in professional development	<p>This unit provides the learner with the knowledge, understanding and skills required to engage in professional development.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand professional development. 2. Understand theoretical perspectives in relation to reflection. 3. Be able to use reflective practice to contribute to own professional development.

Theme 3: Play, development and learning for school readiness

Unit no.	Title	Off-the-job training
Unit 3.1	Understand the value of play in Early Years	<p>This unit provides the learner with knowledge and understanding of the value of play in Early Years in preparation for practical experience.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the role of play. 2. Understand children's rights in relation to play. 3. Understand play at different stages of children's development. 4. Understand different types of play for all children. 5. Understand inclusive play practice.

Unit no.	Title	Off-the-job training
Unit 3.2 WB	Plan, lead and review play opportunities which support children's learning and development	<p>This unit provides the knowledge, understanding and skills which a learner needs to be able to plan, lead and review purposeful play opportunities that support children's learning and development.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand theoretical perspectives and philosophical approaches which support play. 2. Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities. 3. Be able to lead and support play opportunities. 4. Be able to review how planned play opportunities contribute to own practice.
Unit 3.4 WB	Promote enabling play environments	<p>This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the play environment. 2. Understand how the Early Years practitioner supports children's behaviour and socialisation within play environments. 3. Be able to support children's behaviour and socialisation within play environments. 4. Understand how the characteristics of an enabling indoor and outdoor play environment meet the age, stage and needs of children. 5. Be able to provide enabling play environments. 6. Be able to plan and lead opportunities which support children's understanding of the world. 7. Be able to plan and lead opportunities which encourage children's engagement in expressive arts and design.
Unit 3.5 WB	Developing children's emergent literacy skills	<p>This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language rich environment.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the language and communication needs of children. 2. Be able to support children's language and communication needs. 3. Understand strategies which support emergent literacy. 4. Be able to use strategies to plan and lead activities which support emergent literacy. 5. Be able to review how planned activities support emergent literacy. 6. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.

Unit no.	Title	Off-the-job training
Unit 3.6 WB	Developing children's emergent mathematical skills	<p>This unit provides the learner with the knowledge, understanding and skills to develop children's emergent mathematical development.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand how mathematics relates to children's everyday lives. 2. Understand how working with others supports children's emergent mathematical development. 3. Understand how to create an environment which supports children's emergent mathematical development 4. Understand the role of the Early Years practitioner in relation to supporting children's emergent mathematical development. 5. Understand how opportunities support children's emergent mathematical development. 6. Be able to implement activities to support children's emergent mathematical development. 7. Be able to review how planned activities support children's emergent mathematical development. 8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.
Unit 3.7 WB	Support children's transition to school	<p>This unit provides the learner with the knowledge and understanding required to support children during transition to school.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand 'school readiness in relation to the role of the Early Years practitioner. 2. Understand 'school readiness in relation to the current framework. 3. Be able to work in partnership with others to support children's readiness for school.
Unit 3.9 WB	Develop children's cognitive skills	<p>This unit provides the learner with the knowledge, understanding and skills to facilitate the cognitive development of children from birth to 7 years.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand about cognitive development in children 2. Understand theory underpinning cognitive development. 3. Be able to implement a learning experience which supports the development of sustained shared thinking in children. 4. Be able to evaluate the provision for supporting cognitive development in own setting.
Unit 3.10 WB	Promote children's speech, language and communication	<p>This unit provides the learner with the knowledge, understanding and skills to develop the speech, language and communication of children.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understand theory and current frameworks which underpin children's speech, language and communication development. 2. Understand how the Early Years practitioner supports the development of speech, language and communication of children.

Unit no.	Title	Off-the-job training
		3. Be able to create a language rich environment to develop the speech, language and communication of children in own setting 4. Be able to lead activities which support the development of speech, language and communication of children.
Unit 3.11 WB	Promoting children's physical development	This unit provides the learner with the knowledge, understanding and skills to promote the physical development of children from birth to 7 years. Outcomes: <ol style="list-style-type: none"> 1. Understand physical development of children. 2. Understand theory and current frameworks in relation to children's physical development. 3. Be able to implement opportunities which promote the physical development of children.
Unit 3.12 WB	Promoting children's personal, social and emotional development	This unit provides the learner with the knowledge, understanding and skills to promote the personal, social and emotional development of children. Outcomes: <ol style="list-style-type: none"> 1. Understand personal, social and emotional development of children. 2. Understand theory and current frameworks underpinning personal, social and emotional development of children. 3. Be able to promote the personal, social and emotional development of children. 4. Be able to implement an opportunity which promotes the personal, social and emotional development of children.
Unit 3.13	Support children with additional needs	This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs. Outcomes: <ol style="list-style-type: none"> 1. Understand biological, environmental and developmental factors which may result in children needing additional support. 2. Understand how personal experiences, values and beliefs impact on the role of the Early Years practitioner. 3. Understand the principles of inclusive practice. 4. Understand the role of early intervention in partnership working. 5. Be able to support the additional needs of children. 6. Be able to critically evaluate the provision for children with additional needs in own setting.
Unit 3.14	Use observation, assessment and planning to promote the development of children	This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote the development of children. Outcomes: <ol style="list-style-type: none"> 1. Understand the role of observation when working with children. 2. Understand observation methods.

Unit no.	Title	Off-the-job training
		3. Understand professional practice in relation to the observation of children. 4. Be able to carry out observations in own setting in line with current frameworks. 5. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.
Unit 3.15	Use longitudinal studies to observe, assess and plan for children's needs	This unit provides the learner with the knowledge, understanding and skills to carry out observations in order to assess and plan for children's changing needs over time. Outcomes: 1. Understand the purpose of undertaking Longitudinal Studies. 2. Be able to use observations to assess and plan for the developmental needs of children in line with current frameworks. 3. Be able to critically evaluate the outcomes of a Longitudinal Study.
End	Successful completion of the attached qualification	